



# SEAC Annual Report

# November 3, 2021

## SEAC Leadership:

SEAC Chair

Sharon Tropf

[SEACChair@lcps.org](mailto:SEACChair@lcps.org)

SEAC Vice Chair Planning

Shehnaz Khan

[SEACViceChairPlanning@lcps.org](mailto:SEACViceChairPlanning@lcps.org)

SEAC Vice Chair Membership

Heidi Bunkua

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SEAC Vice Chair Communications

Craig Metz

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SEAC Secretary

Kathryn Rosenbrook

[SEACSecretary@lcps.org](mailto:SEACSecretary@lcps.org)

LCPS Staff Liaison, Acting Director

Donna Smith

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School Board Liaison

Andrew Hoyer

[Andrew.Hoyer@lcps.org](mailto:Andrew.Hoyer@lcps.org)

School Board Liaison, Alternate

Ian Serotkin

[Ian.Serotkin@lcps.org](mailto:Ian.Serotkin@lcps.org)

## Introduction of SEAC Officers and Liaisons

## THE ROLE OF SEAC AND VIRGINIA REGULATIONS

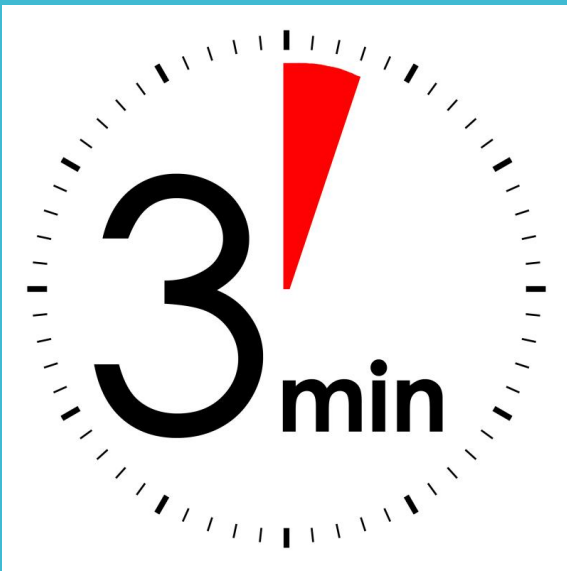
The Regulations Governing Special Education Programs for Children with Disabilities in Virginia reflect the state and federal requirements for the provision of special education and related services. The regulations mandate that an active SEAC exists, as well as specific functions of the SEAC, as specified by Section 8VAC20-81-230 D.2, which are as follows:

1. Advise the local school division of needs in the education of students with disabilities;
2. Participate in the development of priorities and strategies for meeting the identified needs of students with disabilities;
3. Submit periodic reports and recommendations regarding the education of students with disabilities to the division superintendent for transmission to the local school board;
4. Assist the local school division in interpreting plans to the community for meeting the special needs of students with disabilities for educational services;
5. Review the policies and procedures for the provision of special education and related services prior to submission to the local school board; and
6. Participate in the review of the local school division's annual plan.



## The Role of SEAC

# Public Comment



- SEAC uses public feedback to inform our work to advise School Board on special education needs
- **Focus on system-wide issues**, rather than individual concerns or specific situations (*please do not use student or staff names*)
- Verbal comment may be given. **Please complete and submit comment form tonight (please be sure to follow-up with SEAC Secretary with your written comment)**
- Written comment may be read by author or SEAC Chair
- Remarks limited to 3 minutes

# SEAC Chair Report



## Updates:

- Review of May and October Minutes
- Annual SEAC Awards – Update on Trophies
- Executive Committee – November 3 at 7:30 p.m.
- December 1 SEAC Meeting - RTI International – Strategic Planning Process
- TNTP Independent External Review of K-3 Literacy

## Current Issues:

- SEAC LCPS Webpage
- Updated to SEAC Meeting Dates for Jan. 12 and Feb. 9
- Public Comment Guidelines
- Career and Technical Education Advisory Committee

# SEAC Chair Report

## New Issues Identified in October

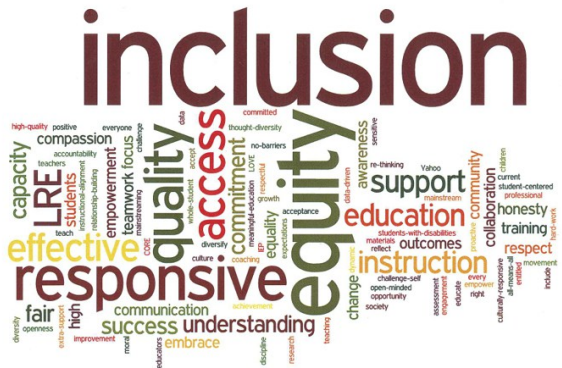
- Staffing Shortages – Requested Current Staffing Numbers
- Access to Online Learning – SEAC provided a Recommendations Document
- Evaluations – Failure to Initiate
- Parents reporting missing information with transfer to the VA IEP System – SEAC has received multiple inquiries regarding the IEP process and the new software.
- SEAC will be compiling this feedback and will be drafting a recommendations document.
- Special Education Student Transportation – Tracking Students

# SEAC Chair Report

## New Issues:

### Data Tracking - Transition from Pearson's DRA 2 to DRA 3

- Data that was collected under the DRA 2 was removed the online system.
- LCPS was provided a compressed file for "safekeeping."
- Each student's educational records should have printed copies of the DRA scores going back over the years. However, this was not checked before removing the DRA 2 data.
- DRA 2 data is now being deemed as "unavailable".
- This is valuable data that may be needed in eligibility determinations for special education.
- Regulation 8 VAC 20-131-80 of the Standards of Accreditation requires that schools shall maintain an early skills and knowledge achievement record in reading and mathematics for each student in grades kindergarten through grade 3 to monitor student progress and to promote successful achievement on the third grade Standards of Learning tests. This record shall be included with the student's records if the student transfers to a new school.





[illegible]

# Policy 5350 Parental Notification for Screening and Assessments

- Adopted 9/28/2021
- Requires parents and legal guardians be notified of screening and of any results that may potentially indicate that their student is at-risk of not meeting grade level expectations.
- Notification shall include all such assessment scores and subscores and any intervention plan that result from such assessment scores and subscores.



[illegible]

# SEAC Survey

- ## Both Spanish and English:

- | Grade Level                       | Responses | Percentage |
|-----------------------------------|-----------|------------|
| Early childhood special education | 157       | 10.32      |
| Elementary school                 | 682       | 44.84      |
| Middle school                     | 322       | 21.17      |
| High school                       | 343       | 22.55      |

[illegible]

## Both Spanish and English:

- | Grade Level                       | Responses | 2021 Percentages | 2020 Percentages |
|-----------------------------------|-----------|------------------|------------------|
| Early childhood special education | 157       | 10.32            | 8.9              |
| Elementary school                 | 682       | 44.84            | 47.57            |
| Middle school                     | 322       | 21.17            | 21.35            |
| High school                       | 343       | 22.55            | 22.18            |

[illegible]

District	2021 Responses	Percentage
Sterling District	248	15.72
Algonkian District	80	5.07
Ashburn District	377	23.89
Blue Ridge District	203	12.86
Broad Run District	58	3.68
Catoctin District	94	5.96
Dulles District	235	14.89
Leesburg District	283	17.93

[illegible]

District	2021 Responses	2021 Percentages	2020 Percentages
Sterling District	248	15.72	12
Algonkian District	80	5.07	5.05
Ashburn District	377	23.89	27.8
Blue Ridge District	203	12.86	11.67
Broad Run District	58	3.68	3.31
Catoctin District	94	5.96	6.65
Dulles District	235	14.89	15.35
Leesburg District	283	17.93	18.17

[illegible]

In 2020-2021 there were approximately 9,216 students receiving special education services through LCPS. This is approximately 13% of the entire LCPS student population of 72,102, and under the national average for students receiving special education services.  
(December 1, 2020, VDOE)

Disability Designation	Responses	Percentage	LCPS %
Specific Learning Disability (SLD)	562	35.61	29
Other Health Impairment (OHI)	160	10.14	21
Autism Spectrum Disorder	376	23.83	18
Emotional Disturbance	57	3.61	7
Speech or Language Impairment	164	10.39	11
Visual Impairment, including blindness	11	.70	<1
Deaf-Blindness	0	0	<1
Hearing Impairment	7	.44	1
Orthopedic Impairment	8	.51	<1
Intellectual Disability	61	3.87	1
Traumatic Brain Injury	9	.57	<1
Multiple Disabilities	51	3.23	1
Developmental Delay	109	6.91	7

[illegible]

- Annual Report 2019-20
- First year to have a 3<sup>rd</sup> party independent analysis
- Contracted with Dr. Adam Winsler of Child Research, Evaluation, Data, and Information Technology Services (CREDITS, LC) and George Mason University for the qualitative and quantitative analysis.
- 2020-21 Survey Analysis

# SEAC Annual Report

## Barriers:

- LCPS has not released the 2019-21 Qualitative and Quantitative supplemental reports
- LCPS remains steadfast in wanting SEAC Raw data
- Special Education staff are pushing for changes in how the data was analyzed
- LCPS has not approved the 2020-21 Data Analysis, significantly impacting SEAC's ability to provide the Annual Report





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- District
- School Level
- Disability Type

- Early Childhood highest satisfaction
- Downward Trend as students move up to Elementary, Middle and High School
- This tracks with SEAC's concerns raised over the last 2 years with the Special Education Delivery model at the middle and high school levels

[illegible]

- **Transition**
- **Assistive Technology**
- **ESY**
- **Communication and Collaboration with Parents**
- **Mental Health**
- **Social Skills Training**
- **Literacy Instruction** – (reading, writing, spelling and handwriting)
- **Inclusion**
- **Restraint and Seclusion – Behavior**
- **Equity**

# SEAC Annual Report

## SEAC Supplemental Survey Analysis Areas for Improvement:

## Transition:

- All special education students
- College bound students – lack of knowledge and support identifying viable options
- Training facilities that are fully operational for job training and independent living skills
- Pre-employment and independent living skill assessment and tracking

# SEAC Annual Report

## SEAC Supplemental Survey Analysis Areas for Improvement:

## Meaningful Inclusion:

- Proactive planning for students with disabilities to meaningfully participate
- Universal Design for Learning in all classrooms to foster instruction in the least restrictive environment
- Accessible materials
- Support for extracurricular activities
- Instructional supports at the middle and high school are not sufficient

# SEAC Annual Report

## SEAC Supplemental Survey Analysis Areas for Improvement:

### Social Emotional Learning:

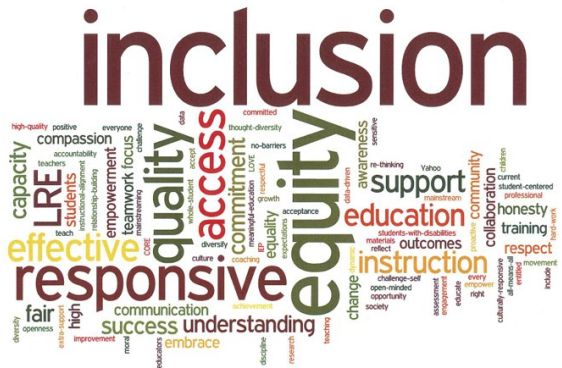
- Social skills instruction
- Social Groups and Buddy Programs
- Bullying

### Mental Health:

- More trained personnel
- More resources needed

### Assistive Technology

- Dyslexia and Dysgraphia Supports for Students
- AAC



# SEAC Annual Report

## Equity:

- Title II of the ADA
- Section 504
- Home/School Communication
- Staffing
- Training for Substitute Teachers and Teaching Assistants before working with students
- Continuum of Special Education – restrictions placed on IEP teams
- IEP Services: lack of delivery efficacy for high school and middle school
- Compensatory/Recovery Services

# SEAC Annual Report

# SEAC Survey Analysis

- Funding needs to be separate from the Special Education Department
- Current funding did not have restrictions
- SEAC Annual Awards funding
- Will keep the School Board informed so the 2020-21 SEAC Annual Report can be completed.



[illegible]

- PTA/PTO Representatives and Member Training
  - 35 Schools with PTA/PTO Representatives (95 are needed)
  - 15 voting members - 6 open membership
  - 2 New membership applications

- Membership application and SEAC bylaws are on the LCPS website on the SEAC page

[illegible]

1. Policy and Compliance Committee, Shehnaz Khan
2. Specialized Programs, Heidi Bunkua
- Transition
- Specialized Reading – November 11 at 7pm
3. Executive Functioning and Social Emotional Learning

# Mental Health and Wellness Series – Suicide Prevention



## Loudoun County Public Schools Department of Student Services Mental Health and Wellness Parent Seminar Series

### Suicide Prevention: What Every Parent Needs to Know

Wednesday November 10, 2021  
7:00 PM—8:30 PM  
The Academies of Loudoun  
42075 Loudoun Academy Drive  
Leesburg, VA 20175



Benjamin S. Fernandez, MS Ed., Lead School Psychologist will share research-based principles of suicide prevention, including providing specific guidance for parents, as well as reviewing LCPS suicide prevention strategies and procedures.

This session will include: risk factors and warning signs; protective factors; what to do if your child is considering suicide; and the review of LCPS suicide prevention strategies and screening procedures.

Registration:

<https://bit.ly/3n7S3Jx>

If, due to a disability, you need assistance to enable you to participate in a workshop or need a language interpreter, call **Parent Resource Services** at 571-252-6540 at least five working days prior to the event.

# Mental Health & Wellness Series -

## Raising Awareness around Anxiety



Loudoun County Public Schools  
Department of Student Services

Mental Health & Wellness  
Parent Seminar Series  
2021—2022

# Angst

**“Raising Awareness  
around Anxiety”**

Thursday, November 11, 2021

“Angst: Raising Awareness around Anxiety”. is focused on breaking the stigma around anxiety and encourages healthy conversations about mental health. Throughout the film, viewers will hear from students who discuss their experience with anxiety, how it impacted their lives, and how they found solutions and hope.



Registration is required and limited to the first 500 participants. Those registered will receive a link and a resource guide on the morning of November 11th. The link will be live until 5:00 PM on November 12th.

Registration: <https://bit.ly/3DBog2x>

This workshop will not be recorded but resources can be found on the Parent Resources Services webpage:

<https://bit.ly/3uf2K0j>



# Parent Resource Services –

# MANDT Overview for Parents



**Parent Resource Services**  
Loudoun County Public Schools

## **MANDT Overview for Parents Virtual Workshop**

Tuesday, November 16, 2021  
6:30 PM – 8:00 PM

Presented by:

Alison Lyons, Behavior Specialist

The Mandt® program was developed in 1975 and has been a teaching tool in many settings and professional fields worldwide. The focus is on treating people with dignity and respect, building healthy relationships, and implementing proactive interactions.

This presentation will provide information to parents regarding the basic Mandt® principles as they relate to relationship skills, conflict resolution, and communication.

The philosophy of the Mandt® system is based on “Putting People First” and “Supporting People, Not Just Their Behaviors.”™



Registration is required.

To register and submit questions: <https://bit.ly/3pdt0HP>  
A link to the session will be emailed the day of the presentation.

**Parent Resource Services**  
<https://bit.ly/3uf2K0j>



# Parent Resource Services – Transition in Middle School and Early High School



**Parent Resource Services**  
Loudoun County Public Schools

## **While the Bus is Still Coming: Transition in Middle School and Early High School**

Virtual Workshop  
Thursday, November 18, 2021  
6:30 PM—8:00 PM



This presentation addresses the importance of building self-advocacy and workplace readiness skills during students' middle and high school years. We will discuss the importance of planning for the future with the end in mind, defining transition and why it's necessary, and becoming a self-advocate. We will also review the predictors of post-secondary success and share who our partners are and how they can support students. Finally, we will share transition-based resources. We look forward to seeing you for this informative session.

Registration is required.

To register and submit questions: <https://bit.ly/2XEsdEw>

A link to the workshop will be sent the day of the presentation.

Parent Resource Services

<https://bit.ly/3uf2K0j>

571-252-6540

# How Do I Contact Parent Resource Services?

- Loudoun County Public School Administrative Building  
21000 Education Court, Ashburn, VA 20148
- 571-252-6540
- Leanne Kidwell – [Leanne.Kidwell@lcps.org](mailto:Leanne.Kidwell@lcps.org)
- [Lcps.org/ParentResourceServices](https://lcps.org/ParentResourceServices)
- Like Us on Facebook: LCPS Parent Resource Services
- Follow Us on Twitter: @LCPS\_PRS



# **2021-2022 School Year SEAC MEETINGS**

**December 1, 2021, 6 p.m.**

**Transition Planning and the IEP**

**Tammy Burns,**

**PEATC Family Support Specialist**

**SEAC Business Meeting 7:15 p.m.**

**RTI International – Strategic Planning  
Process**



# Reports Updates and Announcements

A red rectangular stamp with a double border, containing the word "UPDATE" in bold, red, sans-serif capital letters.

## School Board Liaison, Andrew Hoyler

- The School Board meets at 4:00 every second and fourth Tuesdays.
- The public can visit the School Board page on the LCPS website to see a listing of emails and phone numbers for their individual district representative along with the At-Large. The entire Board can be emailed at [lcsb@lcps.org](mailto:lcsb@lcps.org).

### Background:

Andrew Hoyler has been a lifelong resident of Northern Virginia and is a graduate of Loudoun County Public Schools. After graduating from Briar Woods High School, he attended Purdue University in West Lafayette, Indiana, where he majored in Professional Flight, with a minor in Organizational Leadership and Supervision. Upon graduating, he remained at Purdue to teach for one year before being hired as a commercial airline pilot.

# **Reports Updates and Announcements**



## **Office of Special Education**

Donna Smith, Acting Director of Special Education

## **Department of Student Services**

Dr. Asia Jones, Assistant Superintendent of Student Services

# Business



## Old Business:

- Policy 1: Electronic Participation

## New Business:

- Review draft Policy 8030, Harassment and Discrimination of Students
- Review Policy 3050, Trained Service Animals



Thank you!